

Marking Period	Unit Title	Recommended Instructional Days
2	Marking Period 2	45 days
Artistic Process:	Anchor Standard: <i>General Knowledge & Skills</i>	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-VPA within Unit
Creating Performing Responding	Standard #: Anchor Standard 2 Description: Organizing and developing ideas Standard #: Anchor Standard 5 Description: Developing and refining techniques and models or steps needed to create products. Standard #: Anchor Standard 8 Description: Interpreting intent and meaning.	
Artistic Practice:	Performance Expectation/s:	
Creating Imagine Plan, Make Evaluate, Refine Performing Rehearse, Evaluate, Refine Select, Analyze, Interpret	HS Advanced 1.3C.12adv.Cr2 a. Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts. HS Advanced	Activity Description: Unit Title: Music and Climate Change- Expressing Environmental Concerns through Piano Performance Unit Overview: This unit will explore the intersection of music and environmental activism by focusing on climate change. Students

<p>Present</p> <p>Responding Select, Analyze Evaluate Interpret</p>	<p>1.3C.12adv.Pr5 a. Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.</p> <p>HS Advanced 1.3C.12adv.Re8 a. Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.</p>	<p>will engage in composing, improvising, and performing piano music inspired by environmental themes, aiming to raise awareness and express their concerns about climate change through artistic expression. They will develop rehearsal strategies to address technical and interpretive challenges in performing diverse repertoire related to environmental issues and justify their interpretations by synthesizing research from various sources.</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Students will select and develop composed and improvised ideas into musical works that express environmental themes. 2. Students will develop rehearsal strategies to address technical and interpretive challenges in performing repertoire related to climate change. (S) 3. Students will justify their interpretations of musical works related to environmental themes by synthesizing research from various sources, including other art forms.
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	
<ol style="list-style-type: none"> 1. Musicians' creative choices are influenced by their expertise, context, and expressive intent. 2. To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, 	<ol style="list-style-type: none"> 1. How do musicians make creative decisions? 2. How do musicians improve the quality of their performance? 3. How do we discern the 	<p>Sessions 1-2: Exploring Environmental Themes in Music</p> <ul style="list-style-type: none"> ● Objective: Students will explore the connection between music and environmental themes, focusing on climate change. ● Activities: <ul style="list-style-type: none"> ● Listen to and analyze piano compositions that depict environmental themes or are inspired by nature.

<p>persistence, and the application of appropriate criteria.</p> <p>3. Through their use of elements and structures of music, creators and performers.</p>	<p>musical creators' and performers' expressive intent?</p>	<ul style="list-style-type: none"> ● Discuss the role of music in raising awareness about environmental issues. ● Research and present on the impact of climate change on the environment and society. <p>Sessions 3-4: Composing and Improvising Environmental Music</p> <ul style="list-style-type: none"> ● Objective: Students will compose and improvise musical ideas inspired by environmental themes, particularly climate change. ● Activities: <ul style="list-style-type: none"> ● Experiment with composing short pieces or improvising melodies that convey emotions and imagery associated with climate change (e.g., melting glaciers, endangered species). ● Collaborate in small groups to develop musical sketches or motifs representing different aspects of environmental degradation. ● Develop draft compositions or improvisations organized for various purposes and contexts, such as advocacy or reflection. <p>Sessions 5-6: Rehearsing and Performing Environmental Repertoire</p> <ul style="list-style-type: none"> ● Objective: Students will rehearse and perform piano repertoire related to climate change, applying appropriate rehearsal strategies and justifying their interpretations. ● Activities:
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<p>SEL/Create</p> <ul style="list-style-type: none"> - (2) Organize and develop artistic ideas and work. <p>SEL/Perform</p> <ul style="list-style-type: none"> - (5) Develop & refine artistic techniques & work for presentation. <p>SEL/Respond</p> <ul style="list-style-type: none"> - (7) Perceive and analyze artistic work. 	<p>SEL/Create</p> <p>CONSOLIDATED EU Artists organize and develop creative ideas by balancing what is known with what is new</p> <p>CONSOLIDATED EQ How do artists make creative decisions?</p> <p>SEL/Perform</p> <p>CONSOLIDATED EU Artists develop personal processes and skills. To express their ideas, artists analyze, evaluate, & refine their presentation/ performance over time through openness to new</p>	

	<p>ideas, persistence, and the application of appropriate criteria.</p> <p>CONSOLIDATED EQ How do artists improve the quality of their presentation/performance?</p> <p>SEL/Respond CONSOLIDATED EU Artists reflect, understand and appreciate the impact of the arts processes and the analysis of the context(s) of the arts and artistic works</p> <p>CONSOLIDATED EQ How do artists comprehend and process creative experiences in ways that impact one's perception and responses to personal life experiences?</p>	<ul style="list-style-type: none">● Select pieces from diverse repertoire related to environmental themes, including compositions specifically addressing climate change or pieces inspired by nature.● Develop and refine rehearsal strategies to address technical challenges and convey expressive intent in performing environmental repertoire.● Perform selected pieces individually or in small groups, focusing on conveying the expressive intent and meaning of the music in relation to climate change.● Justify interpretations of the expressive intent and meaning of selected musical works by comparing and synthesizing varied researched sources, including reference to other art forms. <p>Assessment:</p> <ul style="list-style-type: none">● Composition and improvisation projects: Students will be assessed on their ability to develop composed and improvised ideas into draft musical works organized for various purposes and contexts (1.3C.12adv.Cr2).● Rehearsal strategies: Students will demonstrate their ability to develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in performing environmental repertoire (1.3C.12adv.Pr5).● Interpretive justifications: Students will justify their interpretations of musical works related to environmental themes by synthesizing research from
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		<p>various sources, including other art forms (1.3C.12adv.Re8).</p> <p>Connections to Standards:</p> <ul style="list-style-type: none"> ● 1.3C.12adv.Cr2 ● 1.3C.12adv.Pr5 ● Students will justify interpretations of the expressive 1.3C.12adv.Re8 <p>Interdisciplinary Connections:</p> <p>Science (S)</p>
<p style="text-align: center;">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p style="text-align: center;">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> ● Peer and self feedback in critical response format 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● Rubric evaluations ● Tests/Quizzes <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● Performances ● In-studio showings
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>		

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<p>Axford, E. C. (2004). <i>Music of Many Cultures</i>. Cengage Learning.</p> <p>Dewey, J. (1902). <i>The child and the curriculum</i>. Chicago: University of Chicago Press.</p> <p>Eisner, E. (2002). <i>The Educational Imagination 3rd ed.</i> Upper Saddle River, NJ: Prentice Hall</p> <p>Flinders, J. & Thornton, S. (2004). <i>The Curriculum Studies Reader</i>. NY: Routledge.</p> <p>Lornell, K., & Rasmussen, A. K. (Eds.). (2013). <i>The Music of Multicultural America: Performance, Identity, and Community in the United States</i>. University Press of Mississippi.</p> <p>Miller, T. E., & Shahriari, A. (2016). <i>World Music: A Global Journey</i>. Routledge.</p> <p>NJCCCS (2020). <i>2020 New Jersey Student Learning Standards for Visual and Performing Arts</i>. https://njartsstandards.org/sites/defa</p>	<ul style="list-style-type: none"> Meet with the student’s special education or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual special needs, as well as to discuss whether or not homework is appropriate. Provide access to an individual or classroom aide, when required by the student’s IEP or 504, to improve student focus, comprehension and time on task. Provide access to modified materials as needed to improve accessibility (slant boards, headphones for auditory processing disorders, gym mats for additional cushioning, active/sensory seating pads, helmets and body padding as required by physical therapist, etc.). Many can be borrowed from a student’s special education classroom, or the school’s Occupational or Physical Therapists. 	<ul style="list-style-type: none"> Allow access to supplemental materials, including use of online bilingual dictionary. Meet with an ELL trained or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual needs. 	<ul style="list-style-type: none"> Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.

<p>ult/files/2020-06/NJ_dance_at_a_gla ance.pdf</p> <p>Stone, R. M. (Ed.). (1998). The Garland Encyclopedia of World Music. Garland Publishing.</p>			
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> Assistive technology may be required for students with IEPs and 504s. Access to computers with screen readers, voice recognition software, and talking word processing applications may be beneficial. Some students with limited verbal abilities may require access to assistive communication devices and tablets that can be accessed through the school’s speech therapist. <p>Other:</p> <ul style="list-style-type: none"> N/A 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> Offer resources to students in a variety of ways to accommodate for multiple learning styles. Engage all learners through implementation of various resources including visual, audio, and tactile materials. Provide easy access to course resources so the student can utilize materials within the 	<ul style="list-style-type: none"> Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners. Provide alternate presentations of skills and steps required for project completion by varying the method (repetition, simple explanations, 	<ul style="list-style-type: none"> Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified. Provide access to preferred seating, when requested. Check often for understanding, and review as needed, providing oral and visual prompts when necessary. 	<ul style="list-style-type: none"> Offer pre-assessments to better understand students’ strengths, and create an enhanced set of introductory activities accordingly. Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically.

<p>classroom or at home to reiterate content learned within the course.</p>	<p>visual step-by-step guides, additional examples, modeling, etc).</p> <ul style="list-style-type: none">• Allow additional time to complete classwork as needed, when required according to students' IEP or 504 plan. Break assignments up into shorter tasks while repeating directions as needed. Offer additional individual instruction time as needed.• Modify test content and/or format, allowing students additional time and preferential seating as needed, according to their IEP or 504 plan. Review, restate and repeat directions during any formal or informal assessments.		<ul style="list-style-type: none">• Propose interest-based extension activities and opportunities for extra credit.
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(place an "X" before each law/statute if/when present within the curriculum map)

Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Standards in Action: <i>Climate Change</i>		Diversity and Inclusion <i>C.18A:35-4.36.A</i>
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	<i>Disciplinary Concepts:</i> Career Awareness & Planning, Creativity & Innovation, Critical Thinking and Problem-Solving, Technology Literacy	
	<i>Core Ideas:</i>	Different types of jobs require different knowledge and skills. Brainstorming can create new, innovative ideas. Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. Collaboration can simplify the work an individual has to do and sometimes produce a better product.
	<i>Performance Expectation/s:</i>	Make a list of different types of jobs and describe the skills associated with each job. Demonstrate openness to new ideas and perspectives. Demonstrate originality and inventiveness in work. Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem. Identify possible approaches and resources to execute a plan. Use a variety of types of thinking to solve problems. Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.
	Career Readiness, Life Literacies, & Key Skills Practices	

Content Area: Visual & Performing Arts (NJSLS-VPA 9-12)
Visual and Performing Arts: Piano III
Grade: 11-12

Dev. Date:
2020-2021

	<p>Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Use technology to enhance productivity, increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence.</p>
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